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ABSTRACT

A survey of an equal number of male and female students in the University of Houston's secondary school physical education course articulates prospective teacher concerns regarding the implementation of the nondiscriminatory principles set forth in the Title IX ruling. In general, male students evidence greater overall concern about the ruling's effects than do females. The historic exclusion of women from sports programs has resulted in a situation wherein male coaches often suffer from a lack of trust in their female colleagues. Also, male sports personnel may be unable to effectively operate a physical education class consisting of several different skill and strength levels, as would be the case in coeducational gym classes. Preservice teacher curriculum must be developed that speaks to these needs, and the development of girls' sports potential must be more emphatically stressed. Neither male nor female subjects fear that the acceleration of women's involvement in sports would seriously threaten sex role identification processes. (LH)

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Implementing Title IX: Concerns of Undergraduate Physical Education Majors

Linda L. Bain

Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, and Recreation, New Orleans, March, 1979.

Compliance with Title IX of the Education Amendments of 1972 which forbids sex discrimination in educational programs receiving federal financial assistance has required substantial changes in many physical education and athletic programs. Physical education instructional programs must be coeducational with the possible exception of contact sports. Athletic programs must provide equal opportunities for male and female students.

The responsibility for implementing these program changes in public secondary schools rests primarily with the physical education teachers and athletic team coaches. Professional preparation institutions must prepare prospective physical educators for this responsibility. One aspect of the preparation is the dissemination of information about the law and its requirements. A more complex element of the preparation is to assist prospective teachers in examining their attitudes and feelings about the program changes mandated by the law. The greater involvement of women in sport is an important social change (Coakley, 1978; Gerber, 1974; Oglesby, 1978) which has had direct impact on the professional and personal lives of physical educators.

Concerns about implementing Title IX derive from many sources such as beliefs about sex roles, personal needs, social pressures, and financial constraints. Information about the types of concerns which exist among undergraduate majors can assist professional preparation personnel in planning

SP 014 440

experiences which can help prospective teachers deal with their concerns and attain the basic goal of Title IX, the elimination of sexism in public schools.

Procedures

The purpose of this study was to identify the concerns of undergraduate physical education majors regarding implementation of Title IX in physical education and athletics. An instrument was designed specifically for this study. Students in a secondary school physical education course over a period of two years were asked to write anonymously their concerns about implementing Title IX. These comments were used to construct 37 statements of concern, 17 relating to athletics and 20 relating to physical education. Some of the statements related directly to specific requirements of the law; others referred to concerns about the feasibility or desirability of changes which might result from the law but which were not required by it. All concerns expressed by three or more persons during the two year period were included. No attempt was made to evaluate the validity of these concerns. Subjects responded to the 37 statements on a scale ranging from 1-strongly agree to 5-strongly disagree.

The subjects for the study consisted of students enrolled in the secondary school physical education course (23 females, 22 males) and in student teaching (15 females, 15 males) at the University of Houston during the spring of 1978. The instrument was administered following an informational presentation about the requirements of Title IX but prior to any discussion of concerns and problems in implementation. Responses were voluntary and anonymous.

The instrument was used to produce two sub-scores. Items 1 to 17 were summed to produce an athletics concern score and items 18 to 37 were summed to produce a physical education concern score. Male and female subjects were compared on each sub-score using a t-test with $\alpha = .01$.

Results

The results of the analysis are presented in Table 1. Differences between male and female subjects on both the athletic concern score and physical education concern score were significatnt at .01 with males indicating a higher degree of concern. (A lower mean score indicates stronger agreement with the statements of concern.) Table 2 lists those items with which the total sample showed strongest agreement and disagreement and Table 3 lists the items which most clearly differentiated between the male and female subjects.

Tables 1,2, and 3 about here

Discussion

The implementation of Title IX in physical education and athletics is a source of concern for undergraduate physical education majors with males expressing greater concern than females. In particular, males seemed less convinced of the qualifications of women to handle responsibilities in athletic programs and in coeducational classes. Professional preparation institutions may need to respond to this concern in two ways. Programs may need to be established to provide women with coaching expertise. Men have frequently learned to coach through an "apprenticeship" system by participating on teams since childhood and by serving as an assistant coach before becoming head coach. The historic exclusion of women from athletic programs has deprived them of these opportunities and places greater responsibility on the professional preparation institution to prepare women for the coaching role. In addition, efforts may be needed to alter the male physical educator's perception of the competence of his female counterpart. Gaining his respect

may be important because of the effect on the working relationship between the two and because of his potential influence on the attitudes of students.

Another area of greater concern to the male subjects was the anticipated response of secondary students to coeducational classes. Much of this concern centered around the perceived discrepancy in skill levels and strength of boys and girls. The implication for professional preparation may be that prospective teachers, especially men, need more exposure to curricular and instructional approaches which prepare them to deal with heterogeneity of performance. Programming alternatives such as selective programs, emphasis on lifetime sports, team teaching, and ability grouping can be considered as ways to minimize the heterogeneity within classes. Instructional approaches such as problem-solving and individualized instruction can be used for more effective instruction when heterogeneity exists.

A second implication may be that more emphasis needs to be placed upon the existence of undeveloped potential of many girls and women for excellent physical performance. Part of the performance difference between boys and girls is due to physiological factors, but part of it is due to limited opportunity and encouragement for female sports participation. Research regarding the influence of teacher expectations on student performance (Braun, 1976) indicates that it may be important to raise the expectations of prospective physical educators regarding the physical capabilities of girls so that they encourage and assist girls to new levels of performance.

The subjects expressed little concern about the impact of the changes in athletics and physical education upon the masculinity or femininity of participants. Some writers have proposed that sport serves as a means for boys to learn the male sex role (Beisser, 1967; Fiske, 1976); from this

perspective women's involvement in sport could be perceived as an intrusion which could disrupt the process of sex role identification. The sample in this study did not reflect this concern. This may indicate their acceptance of redefined sex roles which classify sports participation as acceptable for both males and females.

Colleges and universities have a responsibility to prepare prospective physical education teachers and coaches to implement Title IX. Understanding the concerns of pre-service teachers may serve as the basis for more effective professional preparation programs.

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Table I

Means and Standard Deviations
of Title IX Concern Scores

	Athletics		Physical Education	
	Mean	SD	Mean	SD
Males (N=37)	57.22	9.04	65.22	9.67
Females (N=38)	64.24	6.01	72.58	8.42

Differences between males and females on both athletics and physical education significant at .01.

Table 2

Items with Strongest Agreement
and Disagreement in Total Sample

Most strongly agree:

Mean	Section		Item
2.32	Ath	4.	Unequal treatment for boys presently excluded from athletic program.
2.32	PE	31.	Qualifications of teachers to teach activities appropriate for coed instruction.
2.62	Ath	5.	Overemphasis on winning in women's athletics.
2.91	PE	24.	Boys skepticism about women teachers' expertise.
2.92	Ath	15.	Unavailability of funds for girl's athletics.
2.99	PE	20.	Students' reluctance to discuss personal problems with teacher of opposite sex.

Most strongly disagree:

Mean	Section		Item
4.61	Ath	3.	Athletics make girls less feminine.
4.34	PE	37.	Women teachers will dominate the PE program.
4.21	Ath	8.	Girl on a boys' team threatens masculinity.
4.17	Ath	17.	Athletics less important for girls than for boys.
4.17	PE	22.	Women teachers will lose influence over PE programs.

Table 3

Items Differentiating
Male and Female Subjects

Athletics:

Mean-males	Mean-Females		Item
2.78	3.62	1.	Women's sports will never draw crowds and gate receipts.
3.51	4.44	6.	Best qualified in any sport usually men.
3.49	4.33	16.	Men better qualified for athletic director positions.
3.73	4.59	17.	Athletics less important for girls than for boys.

Physical Education:

Mean males	Mean Females		Item
2.70	3.51	23.	Grading boys and girls differently will be resented by boys.
2.97	3.77	28.	Girls unable to hold their own in play situations.
3.22	4.21	32.	Women teachers unable to discipline boys.
2.86	3.72	33.	Girls likely to get hurt in coed PE.
3.03	4.00	36.	Boys will be bored in coed classes.